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ABSTRACT

To remain current and provide support for vocational programs, Guam's State Director of Vocational and Adult Education worked closely with mainland agencies and organizations in 1991-92. A committee of practitioners developed a statewide system of core performance measures and standards. Leadership training kept program administrators up-to-date. Special training requested by government agencies and private enterprises was conducted at the worksite. Seventeen craft committees were active. Transportation was provided to vocational high school students who needed access to special facilities, equipment, and instructors. Career guidance and counseling activities included computerized career information, evaluation of incarcerated adults, development of a wellness training program, and a career resource center. Vocational programs provided for academic integration with strong emphasis on basic communications and for academic assistance. Tourism and marketing were the most popular secondary programs. Special postsecondary activities focused on construction and tourism, the major economic forces on Guam. On- and off-island professional development activities were available. Special programs were provided for handicapped individuals, persons with limited English proficiency, incarcerated adults, single parents, and displaced homemakers. (Appendixes include 1992 enrollment table, System of Performance Measures and Standards, program agreement and closeout report for an academic learning laboratory, and financial reports.) (YLB)

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ANNUAL PERFORMANCE REPORT
for
VOCATIONAL EDUCATION
GUAM 1991-1992

GCC

GUAM COMMUNITY COLLEGE

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GUAM
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MEETING THE CHALLENGE OF CHANGE

Vocational Education on Guam

1992 Performance Report

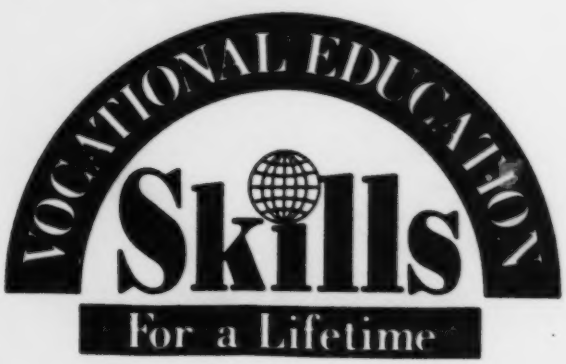
The changing needs of employers on Guam are reflected in the changing vocational programs supported by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Guam Community College is, under Public Law 14-77, the state *and* local agency for vocational education.

Located approximately 8,800 miles from Washington DC, Guam has a population of 146,000. The multi-cultural territory is 43 percent local Chamorros, 22 percent Filipinos, 14 percent whites, 3 percent Koreans, and 18 percent others. Students in vocational programs are 95 percent "Asian or Pacific Islander," but reflect vastly different educational backgrounds and training needs.

As of March 1991, the unemployment rate on Guam was 3.1 percent; students who gained minimal skills quickly entered the job market. The demand for training and retraining short courses increased as full time enrollment in degree programs decreased. However, the declining Japanese tourism market and cutbacks in military spending indicate that economic changes are forthcoming and vocational programs must remain flexible and in close contact with the business community.

Distance, economics, language, attitudes toward education, and a multi-cultural populace presented many challenges to the State Agency. This performance report describes programs and activities monitored or supported by the State Agency for Adult and Vocational Education, the Guam Community College.

Enrollment continued to climb during 1992. Campus facilities damaged by typhoons limited program expansion, but resulted in an expansion of off campus workshops, classes and activities.



The Challenge of Change

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State Administration

Program support

To remain current and to provide support for vocational programs, Guam's State Director of Vocational and Adult Education must maintain close cooperation with mainland agencies and organizations.

The Western Curriculum Coordination Center [WCCC] at the University of Hawaii provides continual support, especially in competency based curriculum development. ADVOCNET provides an electronic mail network, AVA and VIM provide reference and instructional materials, and NASDVTEC consortium provides information on current federal legislation and new programs.

Valuable technical assistance for administrators is also provided through various resourses and workshops by national vocational organizations such as AVIA and NCRVE. Training on compliance monitoring, performance measures, data collection, and faculty evaluation, facilitated administration of Guam's State Plan for Vocational Education.

Graduate Follow-up

An annual survey of program completers and employers is coordinated by the State Agency. This evaluation assists in course or program revision and in the design of new programs. It also identifies employment level, average wage, and employment field of vocational program completers.

Performance measures, standards

A committee of practitioners developed a statewide system of core performance measures and standards. These 6 standards, adopted by the State Board of Control in September were distributed to all program managers. The standards include competency gains, completion rates, placement rates and wages. [See appendix.]

Leadership training

Workshops, conferences, and seminars keep program administrators abreast of the latest developments in technology, federal requirements, monitoring and assessment techniques. Information and training materials enhance the expansion and improvement of programs.

On-island presentations sponsored by the State Agency addressed the changes in Perkins II. Off-island training included:

- "Developing a Comprehensive Faculty Evaluation System." Orlando, FL
- AVIA, "Implementing Perkins II, standards, data collection & fiscal reporting." Coeur d' Alene, ID
- Health Careers Educators, "Rebirth, Renewal, Restructure." Long Beach, CA
- CAVA Conference, "Evaluating Apprenticeship Programs." Salt Lake City, UT
- WACA Conference, "Apprenticeship & Skill Upgrading: Your ticket to the future." Reno, NV

Training Sites

Guam

Guam is 30 miles long with a total land mass of 212 square miles. Post secondary training occurs primarily at the centrally located campus in Mangilao. Secondary programs are spread among all public high schools, including the Vocational High School component of the Community College.

Cooperative programs

Special training requested by government agencies and private enterprises are held throughout the island, most often at the worksite. During the 1992 program year, vocational training occurred at, and for the:

- Department of Corrections
- Department of Mental Health
- Department of Public Health and Social Services
- Guam Bureau of Planning
- Guam Memorial Hospital
- Guam Palace Corporation
- Guam/Japan Travel Association
- Korean Presbyterian Church
- Pacific Star Hotel
- Port Authority of Guam
- Public Utility Agency of Guam
- Sterling Department Store
- Superior Court of Guam.

Secondary training sites are located at these public high schools:

- GCC Vocational HS, Mangiloa
- George Washington HS, Mangilao
- J. F. Kennedy HS, Tumon
- Inarajan HS, Inarajan
- Oceanview HS, Agat
- Simon Sanchez HS, Yigo.

Many progams are limited by available facilities. The new Foundation Building on the Mangilao campus provided space for the ESL classroom, tourism and autocad labs, plus the learning resource center. Typhoons rendered several training sites unusable.

The Community College has secured over 300 acres for a new campus site. Long range planning included: projected enrollment for the next 20 years, a survey of public interest, projected program growth and facility needs for each program. Part of the planning process included a Delphi Survey of vocational personnel and a survey of high school seniors and their interests in training and employment.

Craft Committees

Technical and craft committees are organized around occupational programs. Members are from the community and training programs. During the year, revisions began on a Craft Committee Handbook.

There are currently 17 active craft committees. Expansion of the tourism program lead to an increase from one to four craft committees in that area. They are 1) Marketing, 2) Hotel Operations, 3) Food and Beverage, and 4) Touring, Airline, & Travel.

The committees' major functions are to: identify current and projected training needs, assist in the development or revision of curriculums, recruit students, identify community resources, and provide access to job experience for trainees, and employment for graduates.

Craft Committee members are recognized for their contributions at an annual meeting. Each committee has 5 to 10 members, meets at least twice a year – more often for developing progams, and minutes are taken at each meeting. Most members serve a three year term.

1991-92 Craft Committees

- Accounting
- Allied Health
- Automotive
- Construction – Transportation
- Computer Science
- Cosmetology
- Criminal Justice
- Early Childhood Advisory Council
- Electronics
- Engineering
- Food and Beverage Operations*
- Horticulture — landscaping*
- Hotel Operations*
- Marketing
- Office Administration
- Travel, Airline, and Touring*
- Water Works Technology*

* Created in 1991-1992.

Vocational student organizations

Two secondary student organizations are chartered nationally. The Distributive Education Club of America [DECA] has components at each high school, and an annual competition to select representatives to attend the national convention. Business Professionals of America–Guam hosted the second annual conference for high school business students.

Cooperative education

Students have the opportunity for job experience in areas related to their field of study. This year, 186 students gained valuable work experience at 132 island businesses.

Frequently monitored and evaluated, the students are paid by the employer and receive credit in their diplomas, certificate or degree programs.

Secondary and Satellite Programs

The Vocational High school [VHS] offers a variety of occupational and academic programs in grades 10 through 12. Many, such as computer science and welding, require special facilities, equipment, consummable supplies and qualified instructors. Students are transported from all over Guam for such shops. Training is available in:

- Accounting
- Autobody Repair
- Automotive Mechanics
- Building Construction
- Clerical
- Computer Science
- Cosmetology
- Drafting
- Food Service
- Graphic Arts
- Heavy Equipment Operations
- Hospitality and Tourism
- Marketing, Distributive Education
- Office Business Occupations
- Refrigeration
- Technical Electronics
- Welding.

Heavy Equipment Operations, Welding, and Cosmetology are being reviewed for possible deletion at the secondary level.

VHS provides the only formal employment training for Guam's handicapped teenagers. Vocational tutoring is available to mainstreamed students. Two areas are especially designed for handicapped: Food Service and Office Business Occupations.

Five other public high schools which offer grades 9 through 12: Simon Sanchez, J.F. Kennedy, Inarajan, Oceanview and George Washington, are considered *satellite* schools. With few vocational courses offered by the Department of Education, the Community College is dictated by law to provide training programs. These students take vocational classes as electives. George Washington is within walking distance of VHS and their students cross-enroll, taking academic courses at their home school.

Alternative Learning Paths and Career Counseling programs are being developed by the Department of Education, with the assistance of the State Agency. Secondary vocational training and career paths are gaining more importance islandwide as programs at the satellite schools continue to expand.

1991-92 Satellite Programs

- Construction Technology (5 sections)
- Electronics (2)
- Marketing (2, 1 new)
- Nursing Assistant (2, 1 new)
- Tourism (6, 1 new)

Partial funding to serve marketing and tourism programs is received from the government's Tourist Attraction Fund. Career counseling, cooperative education, consumer skills, job placement services, parenting classes, the library, Learning Resource Center, and guidance counseling are available to all students, regardless of their "home" school.

Career Guidance and Counseling

Career Information

A computer program, "Choices" is provided islandwide to secondary and post secondary students seeking information about various career opportunities and requirements. The Career Information Delivery System [CIDS] was updated in 1991 and includes information on the national and Guam's job markets.

Guidance counselors from island high schools and other career couselors are trained in operating the CIDS program, which includes career aptitude testing. CIDS sites include:

- AHRD
- Department of Corrections
- Department of Labor
- Dept. of Vocational Rehabilitation
- Department of Youth Affairs
- George Washington HS
- Guam Community College
- Inarajan HS
- John F. Kennedy HS
- Nieves Flores Memorial Library
- Oceanview HS
- Simon Sanchez HS
- University of Guam

Special testing

The State Agency sponsors programs which coordinate and administer testing in specialized areas. These included: National Institute of Automotive Service Excellence [NIASE] certification exams (32), secondary placement tests [CTBS] (322), secondary interest tests (267), post secondary placement [TABE] and interest tests (303), psychological testing for students with diabilities (31).

Evaluating incarcerated adults

In addition, all 250 clients of the Correctional Facilities were administered the California Test of Basic Skills [CTBS] and the Interest Determination Evaluation and Assessment Survey [IDEAS].

Career Guidance and descriptions of vocational training opportunities were available with the results. A schedule was developed for bi-monthly testing of new clients.

Wellness training for employment

A new program was developed for piloting in the food service and automotive shops. It includes shop safety, first aide, and first responder techniques individualized according to the needs of the particular shop.

Health counselors work with shop instructors to develop the contents of each presentation and in identifying the most probable accidents.

Career Resource Center

Located on the GCC campus, the Career Resource Center provides access to computerized aptitude testing, information on Colleges and training institutes. Career planning guides and models are available to faculty, staff, secondary and post secondary students.

The center serves as the site for teaching resumeÓ writing, job finding and job interview skills, plus job survival skills. A career counselor is available for group presentations. The Resource Center is visited regularly by students in the Introduction to College Life classes.

Academic Support

Academic Integration

Vocational programs provide for academic integration with strong emphasis on basic communications, computation, and problem solving skills. Developmental classes as well as GED preparation, Adult High School, Adult Basic, English-as -a- Second-Language, and literacy programs provide academic support for vocational students.

Integration of occupations and academics occur directly in two new courses: Applied Math and Principles of Technology. Both were developed for piloting in the secondary program commencing fall, 1992. Success of both courses depends on close cooperation between academic and vocational instructors. Team teaching is becoming more frequent in secondary programs.

Applied Math is a secondary course which emphasizes problem solving techniques, occupational specific problems, cooperative learning techniques and extensive hands-on activities. The curriculum was developed, materials purchased, and a teacher trained in 1992. Piloting began with 54 students, divided into 3 sections.

Principles of Technology, a practical physics course, combines advanced sciences and vocational applications. Implementation requires close coopertion between academic and occupational instructors. The course is designed for secondary and post secondary students. One section began the piloting process during fall semester.

Academic Assistance

Assistance is provided in reading, English grammar, writing, and oral language development through the Developmental Program's *Achievement Resource Center.* The Center staff provides testing, monitoring, advisement, and instruction. Students work in small groups or individually with peer tutors or on a computer.

The *Academic Learning Lab* expanded from providing computer assisted instruction in computational skills and reasoning, to include writing, social studies, science, vocabulary development, and problem solving. Classes used computer learning activities such as HyperBug, Geotutor, or Function Plotter. Microcomputer operations and specific software training was available to students, faculty, and staff. [Please see Appendix.]

Learning Resources

The Learning Resource Center encompasses the library with its research area, Pacific Collection, teacher resources and curriculum files, and the audio – visual center. The library moved from a typhoon damaged building during the summer to the new Foundations Building.

Subsequently, the library increased its student capacity from 50 to 150. A computerized card catalogue assists in the research process. Learning resources are available six days a week to students and faculty.

Success in the Secondary Programs

Tourism and Marketing

Tourism and marketing with programs in 6 high schools are the most popular secondary programs. Of the 6000 students islandwide in grades 10 through 12, 399 in the satellite schools and 360 in the Vocational High School or 13% were receiving vocational training in Guam's major non-government employment field that of tourism, hospitality, and marketing.

Vocational High School Graduates

The 196 Vocational High school diplomas awarded in June 1992, included:

13 Accounting
4 Air Conditioning/Refrigeration
15 Autobody Repair
15 Automotive Mechanics
18 Clerical
27 Computer Science
14 Construction Trades
12 Cosmetology
6 Drafting
7 Food Service
9 Graphics Arts
3 Heavy Equipment Operations
13 Hospitality and Tourism
21 Marketing and Distributive Ed
3 Office Business Occupations
7 Technical Electronics
7 Welding.

Program Highlights

- Allied Heath began implementation of its nursing assistant program in a second high school.
- Curriculum for Applied Math and Principles of Technology, both stressing the integration of vocations and academics were adapted and materials ordered.
- Conversion of course contents into compentency based formats continued.
- A brochure listing programs, course requirements and aptitudes needed for various jobs was revised and distributed during recruitment activities at island high schools.
- Occupational safety was the focus of a series of shop presentations on "Wellness Training for Employability."
- Ninety females and 20 professional women participated in a program designed to encourage them to consider careeers in math or science.
- Orientation activities were extended for students with disabilities to make their transition to a vocational high school easier. Job shadowing services expanded.
- All academically disadvantaged VHS students received instruction in word processing then did 50% of their class assignments on the computer.
- Nine seniors in the graduating class of '92 were the first students to complete the Tourism program, which was implemented three years ago.

Success in Post Secondary Programs

Special activities

Construction and tourism services are the major economic forces on Guam. The Apprenticeship Program in association with local building contractors and JTPA provided on-the-job training supplemented by classroom instruction.

Workshops are designed to meet the public need for training or retraining. A total of 820 individuals took advantage of the continuing education program, a **48% increase** over the previous year!

Federal or local certification requirements are addressed through specially designed workshops. The first series of Refrigerant Reclamation & Recovery Workshops was attended by 106 individuals.

Training or retraining in computer software in Word Perfect, Lotus 1-2-3, and dBase III are the most frequently requested short term training for adults. In FY'92, 664 individuals enrolled in these classes.

In addition to workshops, programs are offered that lead to a certificate (approximately 30 credit hours) and to associate degrees (approximately 60 credit hours.) These range from Early Childhood to Supervision and Management to Criminal Justice.

New programs or short courses included: Tour Guide Training, Food Service Certification, Janitorial Sanitation, Computer Aided Drafting, Waterworks Technology, Cosmetology, Ornamental Horticulture and Turf Management, Refrigerant Reclamation and Recovery.

Learning portfolios

Experience and prior learning can be converted to credits upon entry into a formal vocational program. A "Prior Learning Portfolio Development" Course was piloted during the summer.

The course is designed to help students identify their prior learning experiences, match them to courses and articulate and document their learning in a portfolio. These portfolios are submitted for evaluation for credits toward diplomas, certificates, or associate degrees.

Highlights

- For the first time, 14 college level classes were offered on campus during daytime hours.
- Computer Aided Drafting was integrated into existing courses in the drafting and design program.
- At the request of the Public Utilities Agency, the Waterworks Technology program was brought back and its curriculum revised.
- Cosmetology curriculum was expanded into the post secondary, piloting is schedule for spring 1993.
- The Horticulture Program was designed to include an Associate Degree in Horticulture and Certificate programs in turf management and landscaping.

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Professional Development Activities

On-island training

Continual professional growth of educators involved in developing or revising courses or teaching academic or vocational skills is needed to provide citizens with usable skills. The state agency supports various activities which enable faculty or staff to deliver high quality, current services to the public.

In-service

The *Academic Learning Lab* provided on-site workshops for faculty and staff. Eighty vocational instructors were provided an introduction to Macintosh operations, word processing, and a grading progam.

The Special Needs faculty and staff received training for word processing, data base, and spreadsheet using Microsoft Works on the Macintosh. The Developmental English instructors learned word processing and a graphics program. The skills gained were used in teaching writing to academically disadvantaged students.

Curriculum writing

New courses are being developed with stated competency levels and existing courses are being converted to competency based. To date, 90 course guides have been converted to or written in the compentency based format. The ACROS vocational skill bank was demonstrated and available to 35 curriculum developers during a Competency Based Curriculum Writing Summer Workshop.

Continuing education

Vocational Methods classes through the University of Guam were offered on the GCC campus to 19 vocational instructors. The State Agency provided access to its reference materials and the Automated Cross Referencing Occupational System (ACROS) software. This software provided [illegible] in occupational areas.

Subject area seminars

The *Achievement Resource Center* offered seminars on "Teaching Learning Styles in the Content Area" and a Writing Assessment Workshop.

Ten vocational and academic faculty members attended Guam's Fourth Language Arts Conference. Two members presented sessions on integrating reading and writing.

Program development

A workshop on developing, funding, and monitoring of projects funded under Perkins II was presented by the State Agency. Thirty -one current and prospective program administrators, managers, and staff involved with processing agreements and expenditures of funds attended.

Safety first!

Three safety training workshops on use of portable fire extinguishers were attended by 60 employees. An Asbestos and Hazardous Waste Site Operation workshop was offered, and College administrators attended a Safety Management Workshop.

Off Island staff development

Off island training included participation in conferences, workshops, seminars, and special courses for vocational instructors. At the same time, visits to community colleges in Hawaii, Colorado, Arizona, and California provided opportunities for garnering ideas and samples, asking questions, and grass roots assistance from others.

Highlights of visits

A visit to Front Range College in Denver to learn about their model interpreter training program, led to plans for developing a similar one to assist Guam's hearing impaired students.

An interview at the Honolulu Community College provided hints on establishing a craft committee for cosmetology.

Ames College in Greely, CO provided a description of a paraprofessional training program.

Procedures for handling hazardous wastes and materials in automotive programs were illustrated by the Hononlulu Community College, Leeward Community College, and Arizona's Universal Technical Institute.

Participants report at department meetings, write reports, and often present workshops upon their return. Local and federal sources were used to fund attendance by faculty and support staff. These included:

Conferences, workshops, seminars

- Close - Up of American Government. Heritage FoundationWashington DC.
- Cosmetic Hair & Beauty '92 Trade Show. Hong Kong.
- National Business Educators Conference. "Quality Business Education: Beacon for Success." Boston, MA
- Reading & Writing Workshop for Secondary Teachers. Petosky, MI
- Assoc. of Handicapped Student Services Programs in Post Secondary Education Conference [AHSSPPE]. Long Beach, CA
- Community College of Aurora [CCA] Faculty Development Conference. Vail,CO
- 14th Congress on Reading Workshop, "Toward the 21st Century: Challenge & Change." Maui, HI
- American College Health Associations' [ACHA] Conference, "Appreciating Diversity, Creating Community". San Francisco, CA
- Pacific Rim Preconference Workshop Series, "Improvement of Transition Services for Students with Disabilities." Honolulu, HI
- College Reading and Learning Assoc. Conference. San Francisco, CA
- Teaching Workshops, "Teachers: Writers Teaching" Traverse City, MI
- Council for Exceptional Children Conference, "Extend Your Visions of Excellence." Baltimore, MD
- Principles of Technology Workshop. Fort Cobb, OK
- Vocational Instructor Training, "Residential Electrical Wiring." Universal Technical Institute, Phoenix, AZ

Programs for Targeted Populations:
Handicapped Individuals

Secondary

The Special Needs Program at Guam Community College provides support for disabled students to attain success in vocational programs. The program includes career advisement, provision of adaptive devices, tutoring, staff development teacher training, psychological testing, job coaches, with continual guidance and counseling services.

Scope and sequence

- Recruitment at island high schools.
- Academic assessment for placement.
- Student, parent interviews.
- IEP development or review.
- Orientation luncheon meetings.
- Academic tutoring for mainstreamed students; self contained classes in math, reading, science and special academic classes for the hearing impaired.
- Vocational tutoring for mainstreamed students and special shops.
- Midterm re-evaluation, counseling.
- Transition counseling.
- Community based training with assistance of job coaches.

During the year, 49 students were mainstreamed and 23 were in special programs. They were classified as emotionally disabled (2), mentally disabled (7), learning disabled (44), hearning impaired or deaf (5), multiple disabilities (3) and slow learner (2). A triannual pschological evaluation was administered to 31 students.

By May 1992, 18 students were employed. The retention rate was 71%, 17% dropped out, 8% transferred, 2% screened out and 1% deceased.

Post Secondary

Special services are provided to assist handicapped adults with the entry into vocational training programs. These include arrangements for transportation to the class site, career advisement, early entry and special registration processing.

A recruitment brochure listing available services, contact numbers, and possible programs was designed for a fall distribution.

The ADD program

Auditory Discrimination in Depth, the ADD Program, provides reading skill development to handicapped adults. Many are highly educated but have a recognized problem with reading, writing, or spelling which restricts their major life activity. Enrollment totaled 18 for two semesters.

Course support

A Special Needs staff member consults with academic and vocational instructors to adapt course requirements, classroom arrangement and course materials for the disabled. Photo copy enlargements of handouts and tests are provided the visually impaired.

Hearing impaired students are provide an interpreter, and note taking services are available.

Adaptive devices such as a phonic ear, closed caption TV, or a hydraulic chair are used to facilitate access and learning activities.

Fundamentals of English

To prepare students for vocational programs, basic communication skills must be developed. Developmental Programs address the needs of students with limited English proficiency at the Community College and Vocational High School. An ESL program provides for students with no English speaking ability.

Secondary

At the three year high school, about half the students participate in the developmental program. Testing on the Gates McGinite shows that 96% of the students are reading below the tenth grade level, with the mode being 6.5 grade equivalent. In 1992, 348 students participated in the Reading/Writing program.

Student activities stressed reading, reacting, and writing. Instruction in word processing and use of the *Academic Learning Lab* permitted students to type, easily revise, and use graphic illustrations in their writings.

A stated goal of the developmental faculty was to develop a more positive attitude towards reading and writing. One successful activity involved students selecting their best writings which were combined into three volumes by grade level and published, and sold for the cost of the paper.

Post secondary

The mulit-cultural aspect of the island's work force presents major training needs in literacy and language training. The Fundamentals of English program provides remedial and developmental instruction in speaking, reading, grammar, and writing. Learning and teaching strategies focus on the diverse learning styles and cultural backgrounds.

Curriculum for each area is being revised to stress the whole language approach and integrate more job survival skills. A writing workshop approach was piloted in two of the five sections of Fundamentals of Writing during the spring semester.

The 36 students in vocational programs who score below 6th grade in reading on the Test of Adult Basic Education placement test and a "one" (based on GED scoring methodology) in composition are placed in a lab environment. Small group instruction and individual tutoring begin the process of language acquisition.

Fundamentals of Reading is designed to increase reading levels of post secondary students to 10.3 grade equivalent. Students remain in the program until the skills are acquired which will enable them to successfully complete vocational and college Freshman level courses. Enrollment for the program year was 119.Fundamentals of English Writing, with 187 students, covers grammar, organization, and paragraph transition.

Average overall reading gain was 1.7 grade equivalents per semester.

Special Programs for Targeted Populations:

Incarcerated

Population

Vocational training with academic support and career counseling was made available to 250 institutionalized adults. As of January 1992, there were 150 clients in the Adult Correctional Facility, 7 clients in the Female Facility, and 27 persons in the Community Corrections Center, a halfway house.

All three institutions are operated by the Department of Corrections, P.O. Box 3236, Agana, Guam 96910.

Class sites

Academic basic skill classes for 31 clients, academic needs assessment, and vocational interest surveys and career guidance were provided within the walls of the prison.

Facilities do not permit the offering of vocational classes. The 28 incarcerated adults on minimum security status were bussed to the campus for vocational shops.

Assessment

The first comprehensive testing effort for Guam's criminal offender population was implemented. All incarcerated individuals were administered the California Test of Basic Skills and the Interest Determination Evaluation and Assessment Survey. A schedule was developed to assess new clients. Results were to be used to determine needed programs and justify funding for training facilities.

Single Parents

Teen Parenting Program (TPP)

Sixty seven teen parents, including three males, participated in the TTP. Weekly Baby Care and Parenting Skills classes, held on campus, were attended by 27 students. The curriculum covered baby care, child development, care of the sick child, coping skills and parenting.

Counseling services are geared to help single parents cope with the stresses of parenting and to increase the likelihood of succeeding in school.

The Homebound Program

Services are available to prospective mothers during the entire pregnancy. The homebound program brings services to the home and hospital.

Pregnancy testing, counseling, prenatal classes, health monitoring, and homebound services are offered to encourage students to remain in school and obtain marketable skills which will support their changing life styles. In 1992, 24 teen parents were visited by the teacher–counselor for the homebound.

Child care

Child care services at an Infant Development Center were provided during classtime for 11 babies of 9 single parents enrolled in vocational classes.

Support for these high risk students include post partum counseling, pediatric and personal counseling. Single parents with a child or children in the Infant Development Center are required to attend the Baby Care and Parenting Skills classes.

Homemakers, Nontraditional Roles, & Consumers

Women's Career and Educational Resource Center

The Women's Career and Resource Center provides opportunities for single parents and homemakers to obtain vocational training. It provides activities which increase awareness among students, teachers, and administrators of the need to eliminate sex bias and sex stereotyping.

Through workshops, seminars, special activities, referral services, counseling, and resource materials, the Center assists people in finding positive solutions to the problems they face. Clients are people in transition: from welfare recipient to wage earner, from homemaker to careerist, from motherhood to later life, from a dependent to an independent person.

Partnerships

With the Bureau of Women's Affairs, the Center sponsored a math–science mentoring program to combat steretyping and present positive role models. Ninety high school girls, 10 professional women mentors, 20 math, science teachers and counselors participated in "LIFE EQUATION: Math + Science = Success". Almost 80% of the students reported that their views of women scientists changed during the program.

Individuals from child–related agencies and programs such as Headstart, JOBS, Child Protective Services, and Sanctuary, attended a 3-day training of trainers workshop, "Developing Capable People." The 22 completers committed to each presenting 2 workshops on parenting.

Tuition assistance & scholarships

Three Adult High School single parents and 34 men and women enrolled in nontraditional vocational classes were given tuition assistance. All who applied met the criteria and received assistance. The remaining grant funds went into scholarships for a male intern in child development ($325), and three ($500) single parent scholarships. The completion rate of recipients was 61%.

Workshops

Six workshops on career decisions, single parenting, and self-awareness were attended by 97 people.

"Survival Skills for Single Parents"

A 10-week workshop on single parenting drew 31 adults. Topics included how to handle daily stresses, really communicate with kids, and create a better family life. Due to demand, the workshop was repeated.

"The Missing Peace," "The Next Step, "Exploring the Road Less Traveled," and "Winners Workshop,"— Focused on gaining control of one's life, self discovery, being assertive, managing your time, managing your money, controlling stress, identifying personal strengths, and educational opportunities.

Counseling

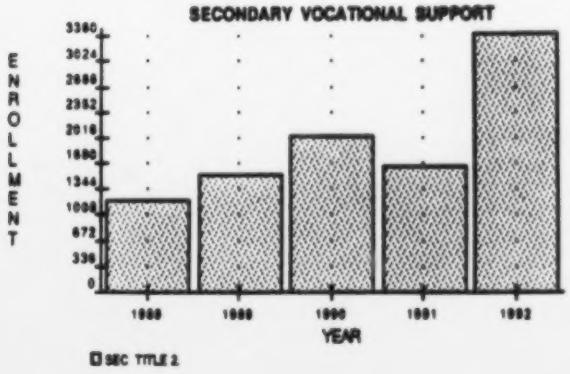
Personal counseling was available on campus specifically for single parents and those in nontraditional areas. Six residents of the Alee Shelter for battered women and 22 others took advantage of this opportunity.

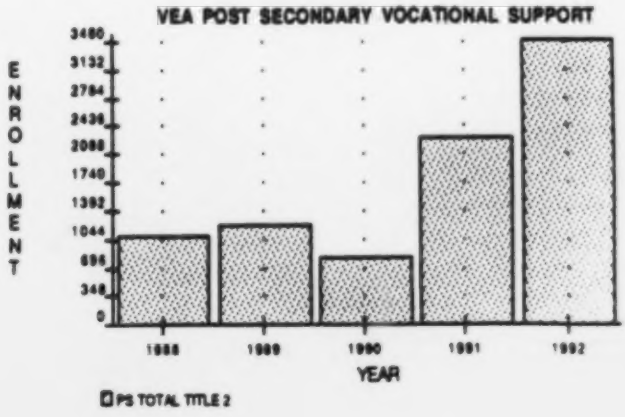
The Challenge of Change

Evaluating and making changes to meet the needs of students and employers are the top priorities of the State Agency of Vocational and Adult Education. Keeping a pulse on the business community, keeping aware of students perceptions, addressing faculty needs, and evaluating programs are the main stay of the State Agency.

As the demand on Guam for training or retraining programs increases, facilities must expand, programs must be examined, technology must be integrated into programs, and the needs of targeted populations addressed. Evaluation often leads to revision; the newly adopted performance standards and measures is but the first step in the process of improving services.

Program completers responding to an annual follow-up study gave positive responses on school experiences and their relationship to their present activities. Over 90% reported being either employed or attending school. In the same study, the majority of the employers rated their employees as "good" or "very good" on technical knowledge, work attitude, and quality of work. Consumer and homemaking education integrated into vocational programs, such as tourism, tranfer into the home and daily life of citizens.





Non-discrimination and affirmative action statement

Guam Community College affirms the right of all individuals to equal opportunity in education and employment, without regard to race, color, religion, age, national origin, or handicap. The College is committed to comply with all territorial and federal statutes, rules and regulations which prohibit discrimination in its policies and practices and which require affirmative action.

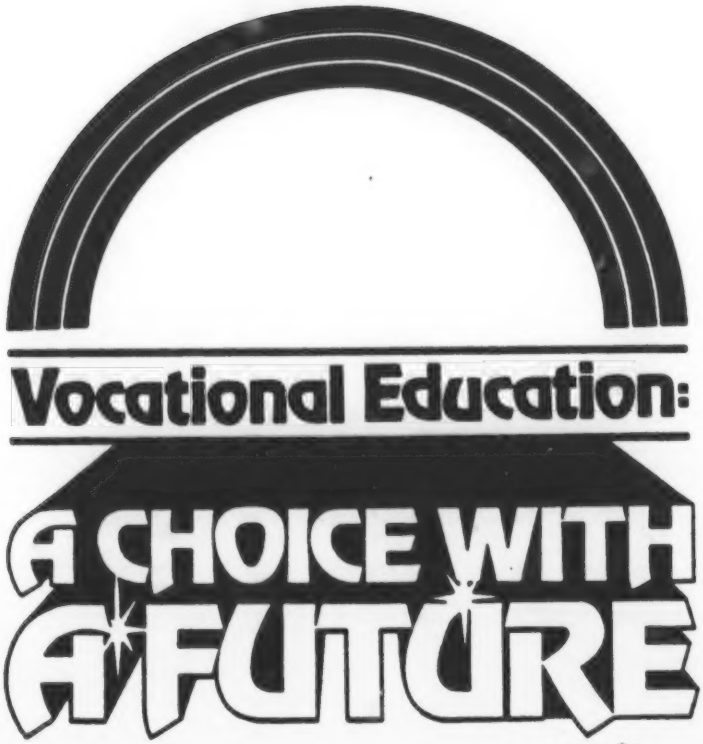
Appendix

1992 Enrollment Table

System of Performance Measures & Standards

Exemplary program: Academic Learning Laboratory
Program Agreement, Close Out Report

Financial Reports


Vocational Education:
A CHOICE WITH A FUTURE

ENROLLMENT TABLE
SCHOOL YEAR 1991-92

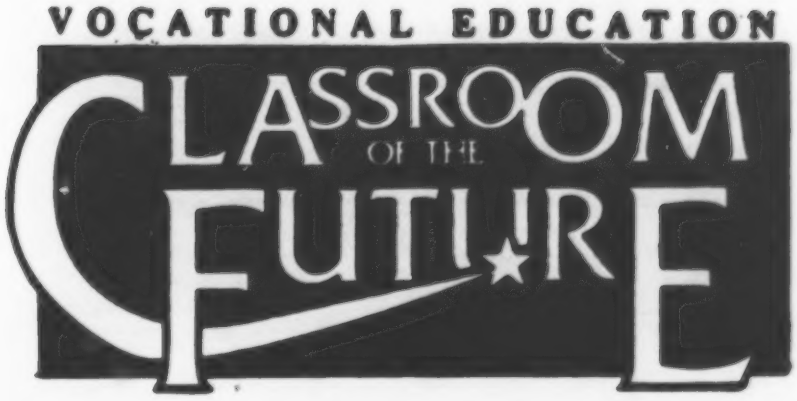
TARGET	SECONDARY		POSTSECONDARY/ADULT	
TITLE II	# in mainstream programs	# in separate programs	# in mainstream programs	# in separate programs
Handicapped	49	23	31	-0-
Disadvantaged (minus LEP) Academic Microlab	515	-0-	97	-0-
LEP (EN100 Level)	-0-	-0-	342	-0-
Adult 1/	-0-		40	
Single Parent/ Homemaker	67		80	
Corrections	-0-		250	
Nontraditional 2/ Male	6		4	
Female	90		34	
Regular Vocational Ed. Population 3/	1,948		2,594	
TOTAL TITLE II	2,698		3,472	

Guam Community College headcount based on Fall 1992 figures is 803 for GCC Vocational High School, 2,013 for Postsecondary and 224 for the Adult High School.

1/ An "Adult" is a person who has entered the labor market or who has completed or left high school.

2/ A "Nontraditional" vocational education program or course for a student is one in which the majority (over 50%) of students are of the opposite sex.

3/ A "Regular" student is one who does not meet the definitions of the special populations found in Section 521 of the Act and Section 400.4 of the Vocational Education Regulations.


VOCATIONAL EDUCATION
CLASSROOM OF THE FUTURE

GUAM SYSTEM OF PERFORMANCE MEASURES AND STANDARDS FOR VOCATIONAL EDUCATION

Adopted by the Guam Community College
Board of Trustees/State Board of Control
for Vocational Education
Wednesday, September 16, 1992

Purpose

This System of Performance Measures and Standards is intended to give the College the capability to determine vocational program outcomes in a composite format. Academic outcomes, labor market outcomes, and special population accessibility are the three general types of measures. In applying the measures and standards, the College can better gauge its successes and deficiencies as they relate to the programs of instruction. By clearly defining the measures and standards, conjecture is minimized.

Definitions

A Performance Measure is a variable used to identify a particular outcome, e.g., placement rates, program completion rates, program accessibility ratio, etc.

A Performance Standard is the acceptable level of competency, e.g., 70% of graduates will be employed in the related area of training, and 80% of the students will increase their reading comprehension by one grade level, etc.

Components

Three major components make up the system. These are:

1. Academic Competency Measures and Standards;
2. Labor Market Measures and Standards; and
3. Special Needs Accessibility Measures and Standards.

I. ACADEMIC COMPETENCY MEASURES AND STANDARDS

Objective — To determine the outcomes in the acquisition of reading skills.

A. Pre and Post Test Reading Level Measure (Secondary, VHS Campus)

The Vocational High School Placement test helps to identify those students needing instruction in reading and writing. These students are placed in the Developmental Education Program and are given a pre test at the beginning of the school year and a post test at the end of the school year.

1. Standard: Based on pre test/post test scores, 70% of the students will acquire an average gain of .5 grade growth.

2. Instrument: The test administered will be the Gates-MacGinite Reading Test.

B. Pre and Post Test Reading Level Measure (Postsecondary)

The Postsecondry Placement Test helps to identify those students needing instruction in reading and writing prior to placement in the Freshman English course. Students identified as needing EN100R - Fundamentals of English - Reading will be given a post test at the end of each semester enrolled in the course.

1. Standard: 70% of the students taking both the pre test and post test in the EN100R course will acquire an average gain of 1.0 grade growth.

2. Instrument: The test administered will be the Test on Adult Basic ducation (TABE)' Reading Test and/or the California (Reading) Achievement Test.

II. LABOR MARKET MEASURES AND STANDARDS

Objective — To determine the vocational program completion rates of vocational graduates in their respective areas of specialty.

Objective — To determine the wage rates of vocational graduates in areas related to their training.

A. Vocational Program Completion Rate Measure (Secondary, VHS)'

1. Standard: 70% of 10th graders who enter the Vocational High School will complete a vocational program.

2. Instrument: Registrar's head count of 2nd semester 10th graders and graduation list of that same group of 10th graders. Establish a ratio-number of graduates vs. 10th grade head count of the same group.

*Note: The same measure may not be possible for postsecondary, in that most are part-time students. They take longer than two years to graduate. Some stop for a semester or longer and then return.

B. Wage Rate Measure (Secondary, VHS & DOE)

Vocational graduates will be surveyed, one year after graduation, to determine the rate.

1. Standard: The mean hourly rate will be higher for graduates employed in a related field than graduates employed in a non-related field.

2. Instrument: The annual Graduate Follow-up and Employer Survey will be administered to completers.

C. Wage Rate Measure (Postsecondary)

Postsecondary certificate and degree completers will be surveyed, one year after graduation, to determine the rate.

1. Standard: The mean hourly rate will be higher for graduates employed in a related field than graduates employed in non-related field.

2. Instrument: The annual Graduate Follow-up and Employer Survey will be administered to completers.

III. SPECIAL NEEDS ACCESSIBILITY MEASURES AND STANDARDS

Objective — To determine the placement rate of special needs students entering the job market.

A. Placement Rate Measure (Special Needs, GCC Secondary)

1. Standard: 90% of special needs graduates will be successfully placed on the job.

2. Instrument: The Special Needs Department will work with the State Agency's Graduate Follow-up Office to assist in conducting the Graduate Follow-up and Employer Survey.

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Outstanding New Program: ACADEMIC LEARNING LAB

Program Administrator: Dean John Carroll, AESD (671) 734-4311 Ext. 420

Program Manager: Dr. Nancy W. Hall (671) 734-4311 Ext. 242

Address: Guam Community College, P.O. Box 23069 GMF, GU 96921

Modified Program Plan

BACKGROUND

Secondary and post secondary students come to the College without the basic skills necessary to succeed in occupational courses or to advance in degree programs. The Academic Learning Lab, through the use of technology, provides a supplemental alternative to regular classroom teaching and learning. The Lab is equipped with 20 Macintosh computers to assist the integration of technology into the educational process.

Faculty and staff members acknowledge the changes in programs and teaching methods brought by technology. However, few have the opportunity to learn or to use computers to improve instruction. The Academic Learning Lab provides faculty, staff, and students access to word processing, data management, teacher utilities, basic skills and vocational software programs.

This individualized, integrated approach to teaching and learning will address immediate needs of all learners. Especially in academic skills of reading, writing, geography, and computation an alternative, non-threatening approach is needed. Until 1992, the Microcomputer Lab emphasized developing computational skills, it will now address student needs in all academic areas. However, post secondary and adult basic math classes will continue to be given priority.

Problem Statement

Entry level placement test scores of post secondary and secondary students identify a need to enhance basic academic skills in an attempt to increase success and retention in occupational programs.

Scores on the spring 1992 California Test of Basic Skills for secondary students revealed that over 50% were reading below the eighth grade level, and 33% were more than two years below grade level in mathematics. Basic skills, especially reading, computation and measurement must be increased to permit progress in vocational programs. Traditional approaches to instruction have not succeeded, a different approach is needed.

Post Secondary

Of the 122 post secondary students taking the Test of Adult Basic Education [TABE] in August, 1992, over 40% were identified as in need of remediation or instruction in basic arithmetic skills. Forty-three [35%] of these must take the developmental MA100-Fundamentals of Math before beginning math requirements of their occupational program.

Faculty and Staff

The faculty and staff need access to training and facilities which enhance their knowledge and use of technology in the educational process. The College needs to demonstrate its commitment to state-of-the-art training facilities, reflective of the occupational changes in the employment sector of Guam.

Academic and Vocational Integration

The Academic Learning Lab will integrate academics into all occupational areas by developing activities and providing facilities and instruction in math, reading, writing, calculating, and social studies for all students. Occupational computer-assisted-instruction programs in various areas will be explored.

Faculty and Staff development activities will facilitate the use of technology in the teaching process. Community Service activities expose the public to a non-threatening learning environment.

Services to Special Populations

Lab facilities are available to all secondary and post secondary students without regard to any limiting factor. For most of the educationally handicapped, the lab is their first experience in the use of computers to facilitate learning.

In support of a proposed grant aimed at retention of handicapped students, the lab coordinator has identified 3 stations that will be fitted with adaptive devices for the physically handicapped.

Guam DOE Satellite Programs

A.L.L. is available for use by students in the satellite programs. The lab staff provides resources and consultant services. Professional development activities are available to satellite teachers.

Performance Measures and Standards

Academic Competencies Measures will be adapted to reflect the success of students in the developmental post secondary basic math course. SRA Test of Arithmetic Skills, forms A, B, C, D, will measure progress in mathematics.

Facility usage will reflect the success of providing access to high technology to improve teaching and learning. This will be monitored by 1) the number of different classes that use the facilities, 2) the frequency of use by class, 3) the number of drop-in students, 4) the type and frequency of professional development activities.

Objectives

The Lab will provide academic and occupational instructors access to technology as a tool to more effective teaching, provide assistance to students increasing their basic skill, and provide services to the community which reflect the College's mission.

Academic Learning Lab Program Agreement (continued)

Long term objectives:

1. Expose students to computer assisted instruction as a means to increasing basic skills and facilitating learning.

2. Encourage the use of the computer as a tool for teaching and as a means to varying teaching methods through the provision of inservice activities which reflect the commitment of the College to improved instruction.

3. Development of a software library that complements the academic and occupational curriculums.

4. Continual assessment of procedures and practices related to operations, facilities, types of software and use of the lab.

5. Development or acquisition of instructional materials and equipment which facilitates the use of technology for the integration of academics and occupational skills.

6. Supervision of the Academic Lab and performance of preventative maintenance on equipment.

Short term objectives:

1. Selection and acquisition of Macintosh software to compliment the curriculums of the College by identifying, evaluating and recommending software related to various College programs.

2. Development or purchase of instructional materials, supplies, and equipment to facilitate operations, with attention to adaptive devices to increase access by special populations.

3. Provide workshops and consulting services on Macintosh computer operations and software, serve as a demonstration site for the use of technology in education.

4. Provide instruction to students on the use of computer assisted instruction/learning integrated academic and occupational areas.

5. Supplement instruction for post secondary students using computer assisted instruction.

Budget — Includes 1 full time School Aide III with benefits, two adjunct math teaching positions per semester, and staff development funds. Capital outlay is for the purchase of a LCD viewer and overhead projector. These will permit demonstration of software usage to large groups.

Plan of Action

Activities will be directed and scheduled by the Lab Coordinator with the cooperation of the department chairpersons and faculty. The lab coordinator and school aide will be responsible for execution.

Fall 1992

1. Distribution of A.L.L. manual and software listing to academic faculty.

2. Equipment check, preventative maintenance, installation of software.

3. 15 secondary reading/writing classes for 5-day orientation.
4. Write End Of Year Close Out Report and new program agreement.
5. Faculty workshops using computer generated worksheets, graphics, etc.
6. Staff development workshops on Microsoft Works.
7. Demonstrations on multi-media in education.
8. Development and piloting of MA100 activities using Macintosh computers.
9. Training of aide, work study students, and new faculty.
10. Scheduling of academic classes for CAI.
11. Installation of 4/6 MB SIMMS chips.
12. Identification and requisition of Mac compatible software, hardware.
13. Development, use of attendance monitoring forms, follow up on P.O.s.
14. Saturday tutoring sessions.
15. Fall Parent-Teacher Conference Demonstration.
16. Pre- and Post- testing of MA100 students.
17. Selection of permanent lab assistant.

Spring 1993

1. Orientation of new faculty.
2. Scheduling of secondary and post secondary classes.
3. Faculty and staff workshops, as requested.
4. Support of MA100 [pre- and post testing], MA105, MA110, MA112 classes
5. Community College - VocEd week Activities.
6. Parent-Teacher Conference Demonstrations by students.
7. Identification, requisition, follow-up of supplies, equipment orders.
8. Revision of operations manual, if needed.
9. Preparation for summer term, securing of files and original software.
10. Development of schedule and activity listing for aide.
11. Educational Computer Conference in Santa Clara, CA, -coordinator.
12. Community service activity - development of brochure.

Academic Learning Lab Program Agreement (continued)

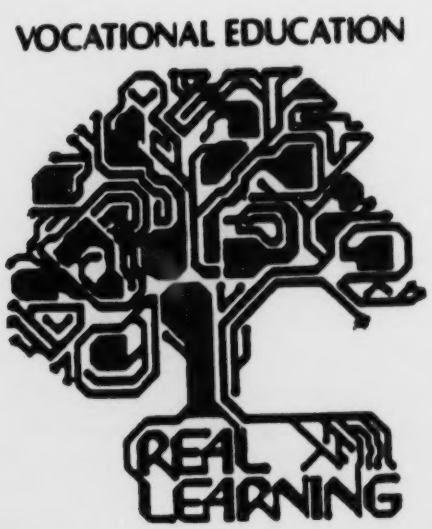
Summer 1993

1. Tallying of attendance reports and up-dating of files, follow-up on orders.
2. Preventative maintenance and hardware inventory, installation of adaptive hardware.
3. Final up-dating of software inventory, prepartion of handouts for fall distribution.
4. Compilation of data for End–Of–Year and program agreements.
5. Support for summer term classes and projects [GED, AHRD, Community Institute, etc.]

Evaluation

Evaluation will be based on numerical data, participant surveys, and in the Fundamentals of Math class on basic skills pre- and post-test scores to indicated growth and effectiveness of program. See Performance Measures and Standards for additional descriptions.

Subjective and objective data will be included in a formal, written, End of the Year close out report.



VOCATIONAL EDUCATION ACT (VEA) GRANT

CLOSE OUT REPORT/INTERIM REPORT

Program Agreement: VPA 1FB- Academic Learning Lab Sept. 30, 1992

PART 1.

GENERAL INFORMATION

1. PROGRAM TITLE: Academic Learning Lab

2. PROGRAM ADMINISTRATOR: John Carroll, Dean AESD, (671) 734-4311

P.O.Box 23069, GMF, GU 96921

3. LOCATION OF PROGRAM: Building C, Room 4. Main campus, Mangilao.

4. PROGRAM MANAGER/INSTRUCTOR: Nancy Hall, same address, Ext. 242

5. BEGINNING: October 1, 1991 ENDING: Sept. 30, 1992

1. NATURE OF PROGRAM

The Academic Learning Lab [A.L.L.] assists in the development of basic skills of the academically disadvantaged, handicapped; secondary and post secondary vocational students. A.L.L. provides opportunities for students and teachers to apply technology to the learning process.

Computer assisted instruction is available for the individual student, small groups, and complete classes. Developing math skills was the major emphasis in past years. This year A.L.L. also addressed student needs to improve reading and writing skills, science and social studies development, and basic computer literacy activities. The Lab was refurbished in late October with Macintosh LC computers. Math instruction began immediately on the new computers. The first Mac word processing program was available in late December, and instruction began in February for 326 VHS developmental students.

Secondary students used the lab with the classroom teacher scheduling the lab and software as instructional needs dictated. Four sections of basic high school math met in the Lab on a daily basis. A certified math instructor was available for instruction, presentations, tutoring, resourcing, and served as lab coordinator and general consultant for all lab activities. During the summer session, remedial math classes for JTPA clients were held in the lab.

Post secondary, Adult High School, Adult Basic, and G.E.D. prep students use the lab from 4 to 10 P.M. for academic skill development. Degree and certificate students in advanced math classes used the lab for remedial activities on Saturdays.

In addition, professional development activities for the College faculty and support staff were held. These focused on computer operations and specific software usage.

2. OPERATIONAL STRUCTURE

a. Frequency: Hrs/wk 66 Days/week 6

The Academic Lab was open from 8 A.M. until 10 P.M. Monday through Thursday and 8 to 4, Fridays. Saturday hours were available for students as scheduled by their instructors.

Academic Lab Close-out Report

During the summer term, the lab was in use during the day for 30 hours a week, plus 2 hours each evening.

3. SUPPORT PERSONNEL

a. Total number: 7 This is supplemented by work-study students who receive training in computer operations, word processing, software operations, and are available at no cost to the program.

b. Position titles: 6 Adjunct faculty math positions and 1 School Aide III - part time. The lab coordinator position is funded locally.

4. CLIENTELE ENROLLMENT

a. Enrollment table: See attachment.

b. Total Secondary: 515*

Total males: 276

Total females: 239

* Does not include 51 AHRD clients.

c. Total Post Secondary: 97

Total males: 44

Total females: 53

Mainstreamed and incarcerated students were not identified. Client Registration information for secondary and post secondary is available from the Office of the Community College Registrar. The Post Secondary student data can be culled from the records of students enrolled in MA100, and MA105 for Fall91, Spring 92, Summer92.

OBJECTIVES AND ACTIVITIES

1. OBJECTIVES FROM STATE PLAN:

4.1.4 Provide for the integration of academic education and vocational education.

4.2.4 Provide for post secondary vocational education ... that integrates academic education into the curriculum and programs....

2. ACTIVITIES FROM STATE PLAN:

4.1(&2).4.2 Provide instruction in basic skills.

4.1(&2).4.3 Provide instruction in programs which combine skills.

4.1(&2).4.4 Support faculty/staff development which integrate academic and vocational education.

4.1(&2).4.5 Develop instructional curriculum and support materials.

4.1(&2).4.6 Utilize applied methods of learning integrated into academic basic skills and vocational instruction.

3. PROGRAM OBJECTIVES:

The goals of the Academic Learning Lab are to apply technology to the learning and teaching process, increase basic math skills for the academically disadvantaged, and provide staff development activities on the uses of technology in education.

4. ACCOMPLISHMENTS

1. HOW WERE THE OBJECTIVES OF THE STATE PLAN MET?

A. Secondary and post secondary students had access to the Academic Lab for remediation activities six days per week. Computer operations, safety, cooperative learning, test taking skills were stressed. Students frequently requested "ResumeÓ Writer" as they began to enter the job market.

SY92 Student Workshops:

"Preparing for the SAT"
1 3-hour workshop for 9 students plus 1 Saturday morning
September 18, 1991

"Preparing for the Math Section of the ASVAB"
3 sections, 45 minutes each, 32 students
November 1992

"Intro to Macs and Word Processing - Microsoft Works"
17 sections- 1 week workshops for VHS students
February, March, April 1992

Developmental VHS reading classes (16) each spent a week in the lab for formal instruction, then came in small groups for individual projects. Two developmental VHS math classes met daily in the Lab. Students in 8 post secondary developmental math classes spent three hours a week in the lab.

All sections of MA100 - Fundamentals of Math met in the lab. Additionally, the new equipment allowed us to provide activities designed to assist students in MA105-Introduction to College Math and MA110 - Introduction to College Algebra.

B. Professional development activities expanded to include Occupational Service and Student Services Divisions' staff, and centered on using the Macintosh computers and new software. Staff development activities increased and for the first time formal workshops were offered to support staff in the Student Services Division.

SY92 In-service Workshops:

"Preparing a Professional Promotions Packet"
3 sections, 1-hour sessions for 1 6 faculty members
October 16, 21, 23, 1991

"Introduction to Word Processing - MS Works"
2 sections, 3 days, 1 hour each
9 Developmental faculty and staff including post secondary
January 15, 16, 17, 1992

Academic Lab Close-out Report

"Beginning Pagemaker"
3 days, 1.5 hours each,
5 Special Needs and Graphic Arts faculty, Career Center staff
February 3, 4, 5, 1992

"Intro to Macintoshs and MS Works"
3 days, 1 hour sessions for 1 0 Special Needs faculty/staff
April 28, 29, 30, 1992

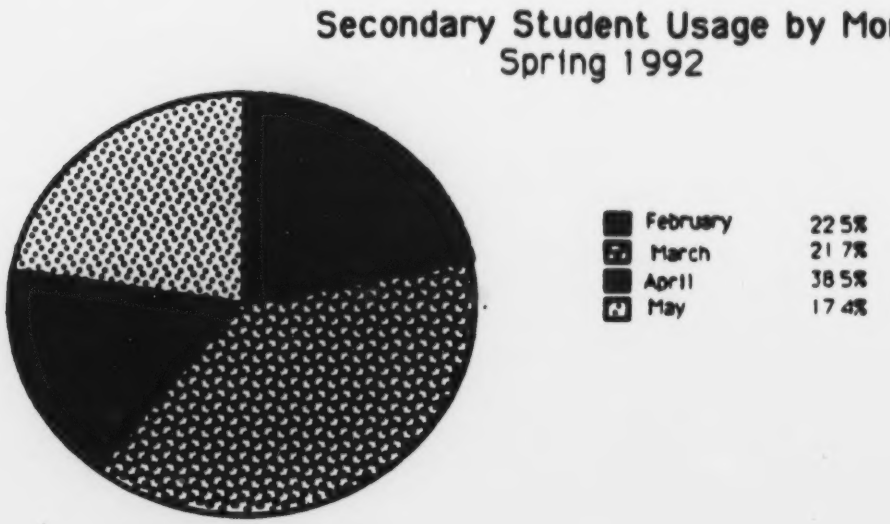
C. New software and hardware were acquired to reflect changes in technology and student needs. Macintosh LC computers with Apple IIe cards were purchased by AESD, installed in late October, replacing the nine-year-old Apple IIe's. The latter were disseminated among AESD faculty for classroom use and one for support staff. The original plan was to purchase modern 5.25" disk drives, and have the vast IIe software library compatible with the beginning Macintosh software library; however, the funds for the drives were re-programmed.

2. **HOW WERE OBJECTIVES OF THE PROGRAM MET?**

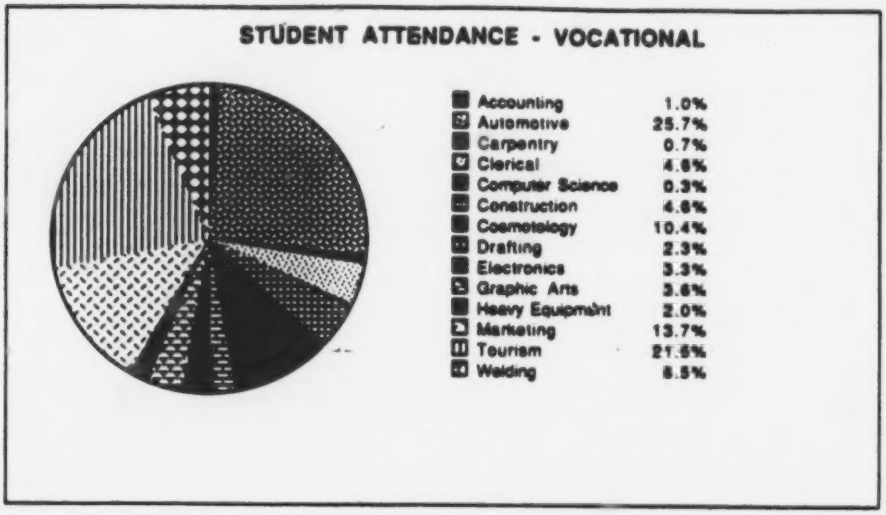
1. A Lab Procedures Manual, reflecting the new hardware, was developed and distributed to AESD faculty at the beginning of the school year along with an inventory and description of all Macintosh software.

2. Visual aids were identified, purchased, and developed for a series of faculty and student workshops on word processing.

3. Software was purchased by the Social Studies, Language Arts, Math and Science, Departments. The facilities were used during June by selected faculty for the development of Competency Based Curriculum guides.



Attendance by students not in developmental math, was recorded regularly beginning in January when the facilities were fully operational.



The automotive and tourism students were the most frequent lab users. This follows a trend identified in previous years and is partially attributed to the low entry achievement levels accepted by these shops.

Spring, 1992, saw G.E.D. program enrollees use the lab for computer assisted instruction. During the summer term a GCC- AHRD cooperative program sponsored math remedial activities in the lab for 51 disadvantaged secondary students.

4. Computer Assisted Instruction was used on a regular basis for MA050, MA051, MA100, MA105, and/or MA110 students. Algeblaster+ and Math Blaster Mystery were the most popular programs of these students.

Twenty-two secondary students spent the fall and spring semesters using the computer to enhance their math skills [MA050/MA051 Math In Life]. They were tested using different forms of a standardized computation test in September 1991, December 1991, and May 1992.

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Student Progress

September 1991 to May 1992

Grade Equivalent	PreTest Nos.	Midterm Nos.	Post Test Nos.
5.4 to 5.9	10	0	0
6.0 to 6.5	6	1	2
6.6 to 6.9	4	2	1
7.0 to 7.5	0	2	0
7.6 to 7.9	1	4	3
8.0 to 8.5	0	5	0
8.6 to 9.0	1	1	2
9.1 to 9.5	0	5	2
9.6 to 9.9	0	2	6
10.0 to 10.5	0	0	3
10.6 and ↑	0	0	3
Total	22	22	22

First semester change averaged 2.05 years, over the school year the average gain was 2.95 years. The students were sophomores, juniors and seniors. The greatest gain was 4.00 years from 6.8 to 10.8, the smallest 0.70, for a range of 3.30 years.

POST SECONDARY MATH

Six sections of Fundamentals of Mathematics were taught by Kiem Kio, Robert Cruz and Stan Piephoff during the fall and spring semesters, with activities coordinated by Nancy Hall. Sixty-five students enrolled in MA100.

Of the 65 enrollees, 33.8% did not complete the semester, i.e. 22 withdrew, quit or were given technical withdrawals. Only 2 students [3.1% of original total] did not make adequate progress and failed due mostly to non-attendance. Progress was measured using four forms of a standardized SRA computation test.

Fundamentals of Math SY92
N = 48

	Pass (P)	Continue (Z)	Fail (F)
Number	32	14	2
Percent	66.7%	29.2%	4.2%

Totals do not add to 100 due to rounding.

Of the students who completed the class, a full 95.9% were successful. They either passed or made significant progress. These students now have the basic math skills needed to continue in MA100 or to succeed in MA105-Introduction to College Math, a required course for most certificate or degree programs.

EVALUATION

1. DID THE PROGRAM MAKE A DIFFERENCE AS FAR AS MEETING EITHER THE STATE PLAN OBJECTIVES OR THE PROGRAM OBJECTIVES? **YES** WHAT WAS THE IMPACT? PLEASE EXPLAIN.

Students, both secondary and post secondary made continual use of the lab on a formal and informal basis. Individual VHS students signed in **660 times** during the spring semester, this was in addition to attendance as part of a class. The use of computers to assist learning had the additional effects of making students computer literate and building self esteem. They left the lab with computer skills transferable to any occupational area.

Math gains were **monumental**, averaging 2.3 years, indicating that the use of technology and an alternate method of classroom instruction can be one of the answers to increasing basic skills of our students.

Faculty and staff developed skills that enabled them to be frequent users of technology for preparation of classroom and other College materials. Knowledge and use of computers by those who serve as role models for students illustrates a commitment by the Academic Division to integrate occupations and academics.

Concerns and Recommendations:

Hardware

The system should be networked, allowing sharing of site liscenced software programs. This would require the installation of additional memory chips to upgrade the RAM to a minimum of 4 MBs, preferrably 8 MBs. Currently lab packs of programs are purchased, installed on the hard drive, used, then removed and replaced by programs in other subject areas. This process is repeated on all 20 computers almost daily.

State of the art hardware serves both academic and occupational training needs of students. The Macintosh software library is expanding slowly. The installation of additional 5.25 disk drives would allow the use of the available IIe educational software library.

Multi-media equipment, such as CD-ROM, laser disk player, and LCD projector screen should be purchased. Such equipment would be used in training teachers, staff, and students and encourage the use of technology.

Funding for adaptive equipment should continue be explored. This would enable greater use by the physically handicapped student. English as a Second Language students have need of special software and adaptive devices, which are available in the mainland.

Software

ALL academic departments and vocational programs should explore using computer assisted instruction. Software should be purchased by departments to reflect their curriculum needs. Eventually each occupational program will have a multi-media center to supplement classroom activities; this is both a more efficeint use of teachers' time and cost effective.

The expansion of the software library to include a comprehensive math program addressing basic skills, computation, higher order thinking skills and problem solving techniques would permit more individual tutoring. Such a program would be of great use to students in GED - prep, Adult High School, AHRD joint programs in addition to VHS and Post secondary classes.

Human Resources and Operations

Professional staff development training should be made available for the Lab Coordinator. The coordinator identifies and recommends software for academic and vocational areas, trains teachers, and must be up-to-date in what is available.

Academic Lab Close-up report (Con't)

Recommendations (continued)

The activities in the lab designed for post secondary students have proven successful regarding achievement o' math skills. However, all programs should be explored with a goal of decreasing the number of students w ndrawing. With 35% leaving, the majority technically withdrawn because of a lack of a legislative required health clearance, the possibility of adminstering the screening tests on campus shuld be considered by the Health Counselor. The second step would be the use of peer tutors to assist those students who are basically math illiterate.

The process of requisitions - purchase orders should be streamlined. The program manager should be informed of changes in procedures and new policies affecting Lab operations.

Additional staff is required to meet the demands of students and faculty!

PROGRAM MANAGER

Submitted by: NANCY W. HALL, Ed.D. Date: September 30, 1992

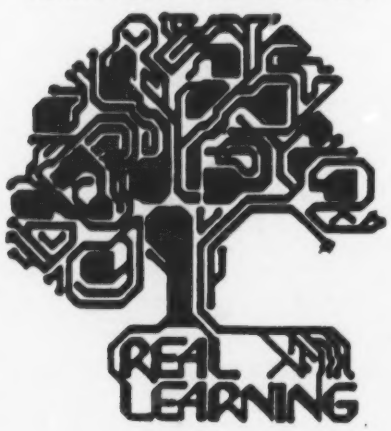
PROGAM ADMINISTRATOR

Reviewed by: John Carroll Date:

Title: _____

Comments: _____

VOCATIONAL EDUCATION



Financial Status Report
for
State Administered
Vocational Education Programs

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
Washington, DC

FIRST YEAR REPORT
7/1/91 - 6/30/92

Approved: 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

ESTIMATED BURDEN: Public reporting burden for this collection is estimated to average 51.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C.20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1830-New, Washington, D.C. 20503.

1. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)
GUAM COMMUNITY COLLEGE
P. O. BOX 23069
GMF, GUAM 96921

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER:
V048A20053

3. EMPLOYER IDENTIFICATION NUMBER:
98-0040312

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER:
3-XX XXX XXX -11#...1J#

5. FINAL REPORT: __YES X NO

6. BASIS: __CASH X ACCRUAL

7. FISCAL YEAR (See instructions) 1992

8. PERIOD COVERED BY THIS REPORT: FROM(MM/DD/YY) 7/1/91 TO(MM/DD/YY) 6/30/92

9. INDIRECT EXPENSE
*No Indirect Cost Taken
A. TYPE OF RATE: __PROVISIONAL __PREDETERMINED __FINAL __FIXED
B. RATE_____ C. BASE_____ D. TOTAL AMOUNT_____ E. FEDERAL SHARE_____

10. REMARKS (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)
**FIRST YEAR REPORT 7/1/91 - 6/30/92

11. CERTIFICATION: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:
Mary Ann Camacho

DATE REPORT SUBMITTED:
12.31.92

TYPED OR PRINTED NAME AND TITLE:
MARY ANN CAMACHO, General Accounting Supervisor

TELEPHONE (Area code, number and extension):
(671) 734-4311/9 (ext.415)

FORM A

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SECONDARY XX POSTSECONDARY ____

STATE OF FLORIDA

Approved: 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

	a. Net outlays previously reported	b. Total outlays this report period	c. Program income credits	d. Net outlays this report period (Cols. b - c)	e. Net outlays to date (Cols. a + d)	f. Non-Fed share of outlays	g. Tot Fed share of outlays (Cols. e - f)	h. Total unliquidated obligations	i. Less Non-Fed share of unliquidated obligations shown in Col. h	j. Fed. share of obligations unliquidated	k. Tot. Fed share of outlays and unliquidated obligations	l. Total unobligated amount	m. Unobligated balance of Fed funds
TITLE II													
1 Basic St Grants	0	156,907	0	156,907	156,907	0	156,907	64,285	0	64,285	221,192	221,192	95,665
2 St Admin	0	72,303	0	72,303	72,303	0	72,303	1,371	0	1,371			
3 Sec Ed Admin	0	0	0	0	0	0	0	0	0	0			
Part A													
4 St Progs	0	27,958	0	27,598	27,958	0	27,958	346	0	346	28,304	28,304	14,195
5 St Progs & Library	0	0	0	0	0	0	0	0	0	0			
6 Pool Srv	0	18,561	0	18,561	18,561	0	18,561	0	0	0			
7 Corr Srv	0	8,523	0	8,523	8,523	0	8,523	237	0	237			
8 Assessment	0	874	0	874	874	0	874	109	0	109			
Part B													
9 Other St-Adm Progs	0	11,390	0	11,390	11,390	0	11,390	5,660	0	5,660	17,050	17,050	4,045
10 SP/SPP/MS	0	11,390	0	11,390	11,390	0	11,390	5,660	0	5,660			
11 Sec Ed Prog	0	0	0	0	0	0	0	0	0	0			
12 Crim Offenders	0	0	0	0	0	0	0	0	0	0			
Part C													
13 Basic Progs	0	45,256	0	45,256	45,256	0	45,256	56,908	0	56,908	102,164	102,164	71,099
14 Other	0	33,550	0	33,550	33,550	0	33,550	50,395	0	50,395			
15 Upgrade Curr.	0	0	0	0	0	0	0	0	0	0			
16 Equipment	0	0	0	0	0	0	0	0	0	0			
17 Inservice Training	0	0	0	0	0	0	0	0	0	0			
18 Guid. and Couns	0	1,582	0	1,582	1,582	0	1,582	2,891	0	2,891			
19 Tech Prep	0	0	0	0	0	0	0	0	0	0			
20 Special Pops	0	10,124	0	10,124	10,124	0	10,124	3,622	0	3,622			
21 Apprenticeship	0	0	0	0	0	0	0	0	0	0			
TITLE III													
22 Pt. A CBOs	0	0	0	0	0	0	0	0	0	0	0	0	0
23 Pt. B CBOs	0	0	0	0	0	0	0	0	0	0	0	0	0
24 Econ Depr Areas	0	0	0	0	0	0	0	0	0	0			
25 St. Admin	0	0	0	0	0	0	0	0	0	0			
26 Pt. C Guid & Couns	0	0	0	0	0	0	0	0	0	0	0	0	0
27. St. Admin	0	0	0	0	0	0	0	0	0	0			
28 Pt. D Dis-Labor-Bd	0	0	0	0	0	0	0	0	0	0	0	0	0
29 Pt. E Tech-Prep	0	0	0	0	0	0	0	0	0	0	0	0	0
30 Pt. F Supp Grants	0	0	0	0	0	0	0	0	0	0	0	0	0

Form B

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SECONDARY _____ POSTSECONDARY XX

STATUS OF FUNDS

Approved: 10/10/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

	a Net outlays previously reported	b Total outlays this report period	c Program income credits	d Net outlays this report period (Cols. b - c)	e Net outlays to date (Cols. a + d)	f Non-Fed share of outlays	g Tot. Fed share of outlays (Cols. e - f)	h Total unliquidated obligations	i Less Non-Fed share of unliquidated oblig. shown in Col. h	j Fed. share of obligations unliquidated	k Tot. Fed share of outlays and unliquidated oblig.	l Total cumulative amount	m Unobligated balance of Fed funds
TITLE II													
1 Basic St Grants	0	47,198	0	47,198	47,198	0	47,198	12,710	0	12,710	59,908	59,908	127,284
2 St Admin	0	0	0	0	0	0	0	0	0	0			
3 Sec Ed Admin	0	0	0	0	0	0	0	0	0	0			
Part A													
4 St Progs	0	0	0	0	0	0	0	0	0	0	0	0	0
5 St Progs & Library	0	0	0	0	0	0	0	0	0	0			
6 Prof Dev	0	0	0	0	0	0	0	0	0	0			
7 Curr Dev	0	0	0	0	0	0	0	0	0	0			
8 Assessment	0	0	0	0	0	0	0	0	0	0			
Part B													
9 Other St-Admn Prgs	0	13,173	0	13,173	13,173	0	13,173	3,090	0	3,090	16,263	16,263	23,581
10 SP/SPR/SII	0	11,596	0	11,596	11,596	0	11,596	326	0	326			
11 Sec Ed Prog	0	1,577	0	1,577	1,577	0	1,577	2,764	0	2,764			
12 Crim Offenders	0	0	0	0	0	0	0	0	0	0			
Part C													
13 Basic Progs	0	34,025	0	34,025	34,025	0	34,025	-9,620	0	9,620	43,645	43,645	103,703
14 Other	0	28,413	0	29,413	29,413	0	29,413	4,512	0	4,512			
15 Upgrade Curr.	0	0	0	0	0	0	0	0	0	0			
16 Equipment	0	0	0	0	0	0	0	0	0	0			
17 Inservice Training	0	0	0	0	0	0	0	0	0	0			
18 Guid. and Couns	0	0	0	0	0	0	0	3,325	0	3,325			
19 Tech Prep	0	0	0	0	0	0	0	0	0	0			
20 Special Pops	0	4,612	0	4,612	4,612	0	4,612	1,783	0	1,783			
21 Apprenticeship	0	0	0	0	0	0	0	0	0	0			
TITLE III													
22 Pt. A CBOs	0	0	0	0	0	0	0	0	0	0	0	0	0
23 Pt. B CBOs	0	0	0	0	0	0	0	0	0	0	0	0	0
24 Bus Dspr Area	0	0	0	0	0	0	0	0	0	0			
25 St. Admin	0	0	0	0	0	0	0	0	0	0			
26 Pt. C Guid & Couns	0	0	0	0	0	0	0	0	0	0	0	0	0
27 St. Admin	0	0	0	0	0	0	0	0	0	0			
28 Pt. D Bus-Labor-Ed	0	0	0	0	0	0	0	0	0	0	0	0	0
29 Pt. E Tech-Prep	0	0	0	0	0	0	0	0	0	0	0	0	0
30 Pt. F Supp Grants	0	0	0	0	0	0	0	0	0	0	0	0	0

Form B

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Approved: 10/19/91
OMB Number: 1810-0119
Expiration Date: 5/31/94

STATES OF FUNDS

a. Net outlays previously reported	b. Total outlays this report period	c. Program income credits	d. Net outlays this report period (Col. b - Col. c)	e. Net outlays to date (Col. a + Col. d)	f. Non-Fed share of outlays	g. Tot. Fed share of outlays (Col. e - Col. f)	h. Total unliquidated obligations	i. Less Non-Fed share of unliquidated oblig shown in Col. h	j. Fed. share of obligations unliquidated	k. Tot. Fed share of outlays and unliquidated oblig	l. Total recoverable amount	m. Unobligated balance of Fed funds
0	204,105	0	204,105	204,105	0	204,105						
0	0	0	0	0	0	0						
0	0	0	0	0	0	0						
0	0	0	0	0	0	0						
0	0	0	0	0	0	0						
0	0	0	0	0	0	0						
0	204,105	0	204,105	204,105	0	204,105	76,995	0	76,995	281,100	281,100	222,949

Form F

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